



## Quick Report for Kara Grant ECONS 101

Project Title: **College of Agricultural, Human, and Natural Resource Sciences Course Evaluations 2018-2019**

Course Audience: **61**  
Responses Received: **17**  
Response Ratio: **28%**

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### Report Comments

This Quick Report for Instructors gives a summary of student responses in the course above for each question from the college's Course Evaluation in Blue. If a course has multiple sections, each section has a separate Quick Report. Student comments are provided at the end of the report or at the end of each question group on the report.

## Instructor Quick Report for ECONS 101.01;02;06-EVERE;ONLIN;PULLM

If you have a question about your Instructor Quick Report please contact your college's course evaluation coordinator, **Alanna Ellis**, or email [esg.blue@wsu.edu](mailto:esg.blue@wsu.edu).

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Prepared by: **Enterprise Systems Blue Course Evaluation Team**  
Creation Date: **Thu, Dec 20, 2018**



## Table of Contents

- Overall
- Overall Student Experience
- Student Effort
- Instructor
- Course
- Online, AMS, Other (if applicable to your course)

## Rating Scale Definitions

- 5: Always
- 4: Very Often
- 3: Sometimes
- 2: Rarely
- 1: Never
- [NA]

- 5: Strongly Agree
- 4: Mildly Agree
- 3: Neutral
- 2: Mildly Disagree
- 1: Strongly Disagree
- [NA]

## Data: This report provides:

- Frequency distributions of student responses to individual questions
- Mean and median values
- Student comments at the end of each question group
- Overall response rate; and response counts for each question
- See [Making Sense of Course Evaluations and Midterm Feedback from Students: A Quick Guide for Instructor](#)

## Notes

**Does Not Apply/NA:**

In questions with a “Does Not Apply” choice, the NA count is shown in the frequency graphs but is NOT included in any statistical analysis (mean/median).

**Response thresholds to protect student confidentiality:**

If fewer than five (5) students respond to your course evaluation, an Instructor Quick Report is not generated.

**Multiple sections:**

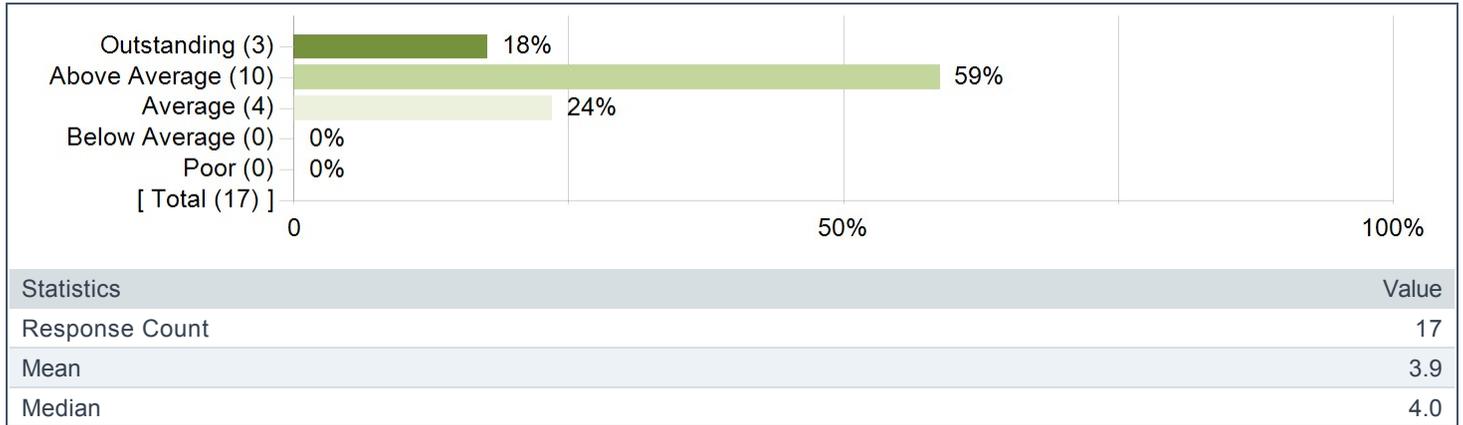
If a course has multiple sections, each section has a separate Instructor Quick Report.

**Team-taught courses:**

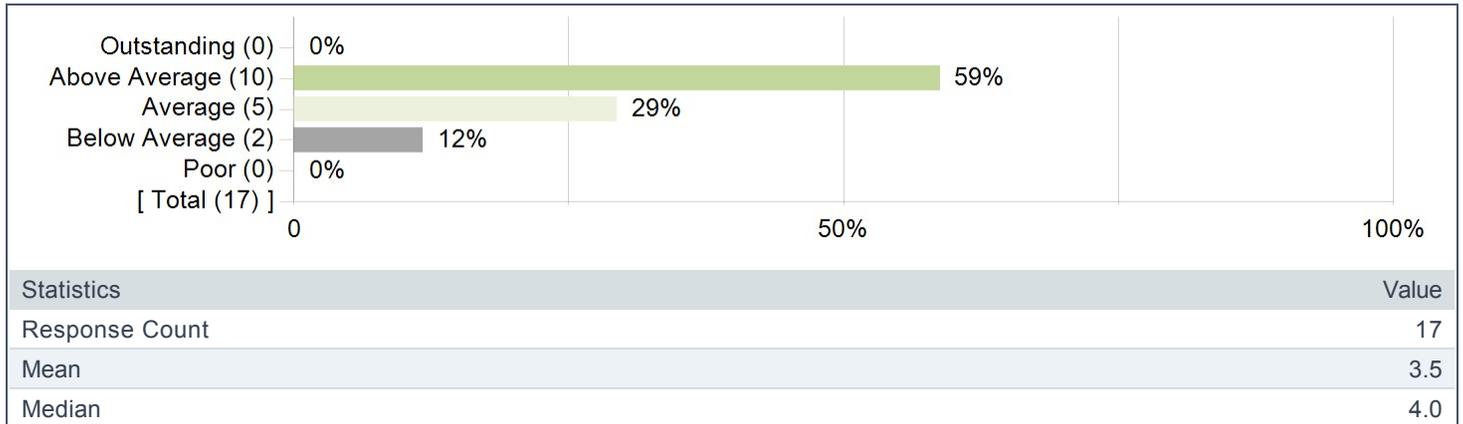
Each instructor receives results only for themselves as instructor and for all other questions about the course or non-instructor-specific topics.

## Overall

What is your overall rating of the instructor **Kara Grant** in this course?

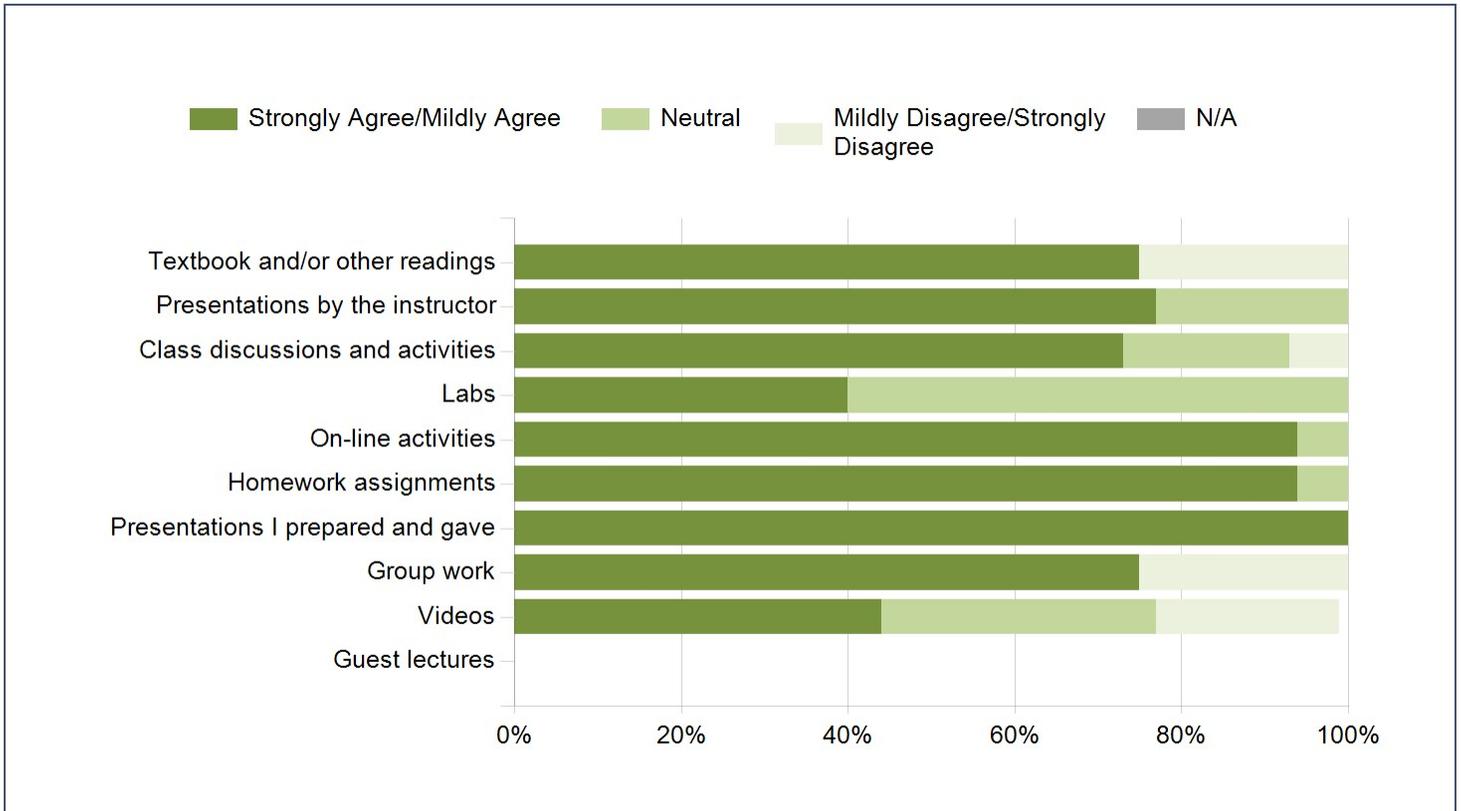


What is your overall rating of this course?



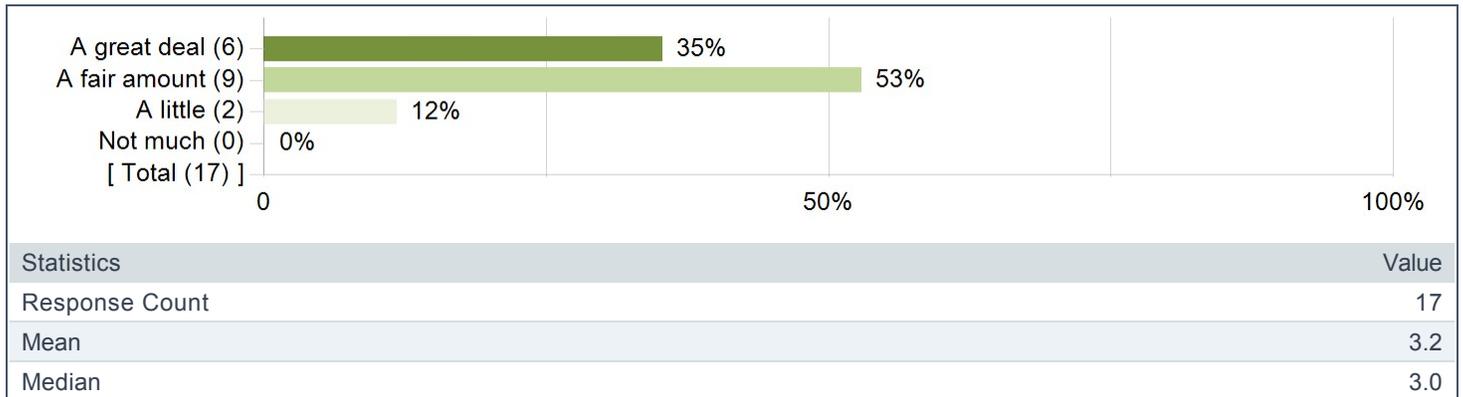
# How strongly do you agree or disagree with each statement about this course?

The following elements of this course help me learn:

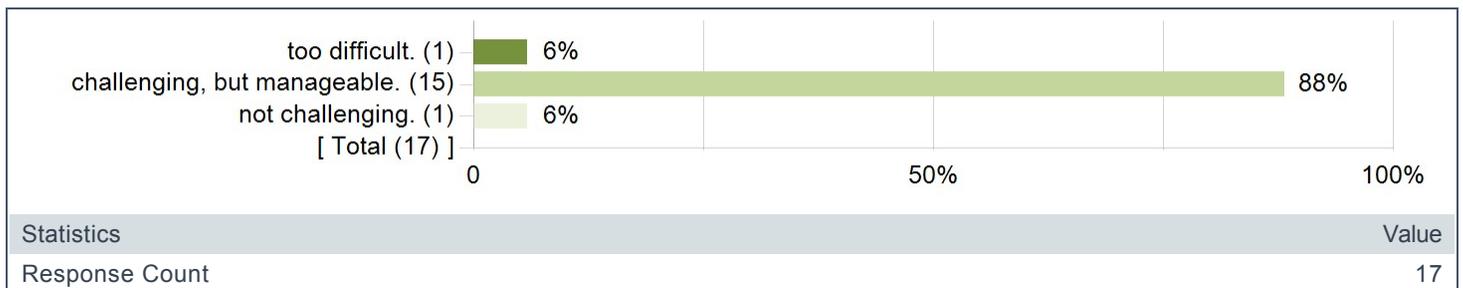


## Overall Student Experience

How much have you learned -- increased your skills and knowledge -- about the main subject/topics in this course?



Overall, this course has been...



Please explain your choice above regarding how challenging this course has been.

Comments
I had a lot happen in real life this semester and struggled to keep up with the work.
I wish there were more problems to learn from within the text and the powerpoints to better teach us before jumping into the assignments.
I felt like some of the materials on the exams covered items that we did not learn in the course material. Limited but there were a few examples.
The math was pretty easy and the concepts were common enough that they were easy to understand.
Economics is a tough subject to grasp, but the course work and the instructor made it manageable.
The coursework was fine. It was actually pretty easy, and the instructor was available for questions when it got confusing. However the exams were horrible. There were too many questions about poverty rates, inflation rates, and other memorization of statistics. I do not feel that they accurately reflect the ability of the students to learn the concepts of economics. The exams should have included short-answer questions that allowed the instructor to gauge understanding of topics.
Challenging because mainly due to timing on homework and as stated previously, not receiving full points for homework completed even though it was within the 3 attempts allowed.
Please see my other written responses.
This course needs less proctored exams, it is too hardcore to test on 8 chapters at one time. There is too much information with such subtle details. Either word the questions more clearly and get rid of "mostly right, but not the rightest" answers out of the selection or space the exams 4 chapters apart instead with some heavily graded and some not so heavy, just considered quizzes. That would be a much better format for students being exposed to this type of information for the first time. Everyone can agree it is not easy to digest. This current format penalizes you for still learning and sets unrealistic expectations between Mindtap & the proctored exams. They are two different worlds. Mindtap is a much clearer answer format, it is very easy to choose the right answer granted you have done the reading. This is not true on the proctored exams. One small right, but "wrong" answer on the exam and your grades plummet, you are left wondering if you even read the book at all. Even though you really did.... THREE TIMES.

**Overall, what suggestions or changes, if any, would you make to improve the content or format of this course regardless of who is teaching it?**

**Comments**

I feel like mindtap is written to a jr high student. The information is very base level knowledge I would of enjoyed a book that went deeper into the concepts without the cheesy videos of twinkies and ironman.

I do not want to give this course a rating above average simply because it relied so heavily in the Cengage course. This is not the only class I've taken where this has happened, but I still remember fondly those courses where I learned primarily from the professor. I think Kara Grant could do great lectures; she is involved, approachable and seems to really know her material.

More discussions with instructor interaction. More short-answer or essays. More opportunities to show what we have learned.

Everything as stated previously. Test 2 being further from the Final (they were a week apart), receiving full points on homework if your answer was correct within the 3 attempts, and being able to have a deadline of midnight instead of 11pm.

Please see other written responses.

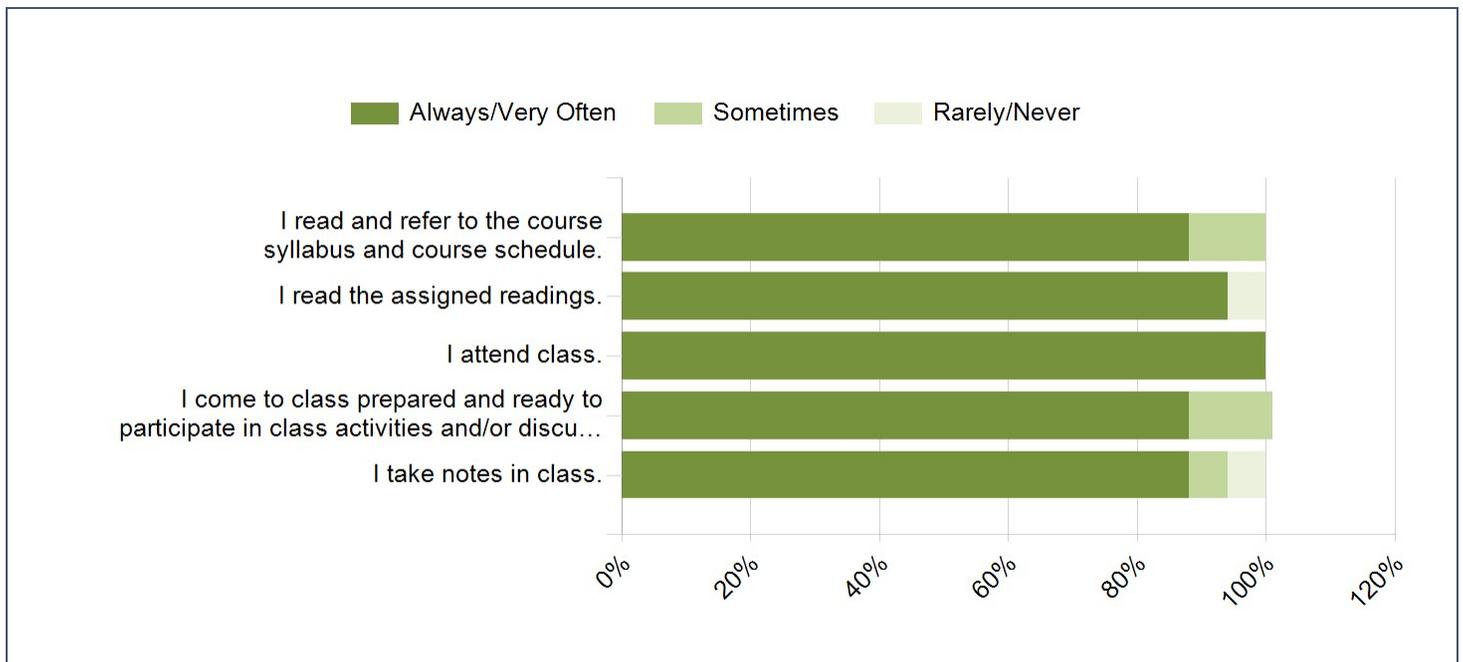
Tests and writing assignments could use changes.

DO NOT TEST OVER 8 CHAPTERS AT A TIME.

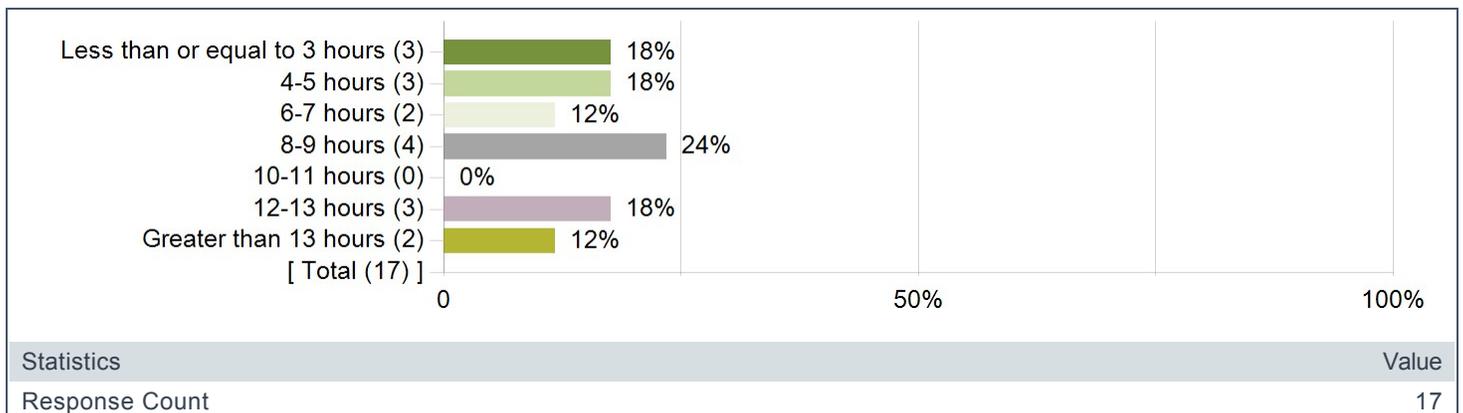
## Student Effort and Responsibility

How often do you do the following to learn in this course, **ECONS 101 (11466;6217;9278) Fund of Microeconomics?**

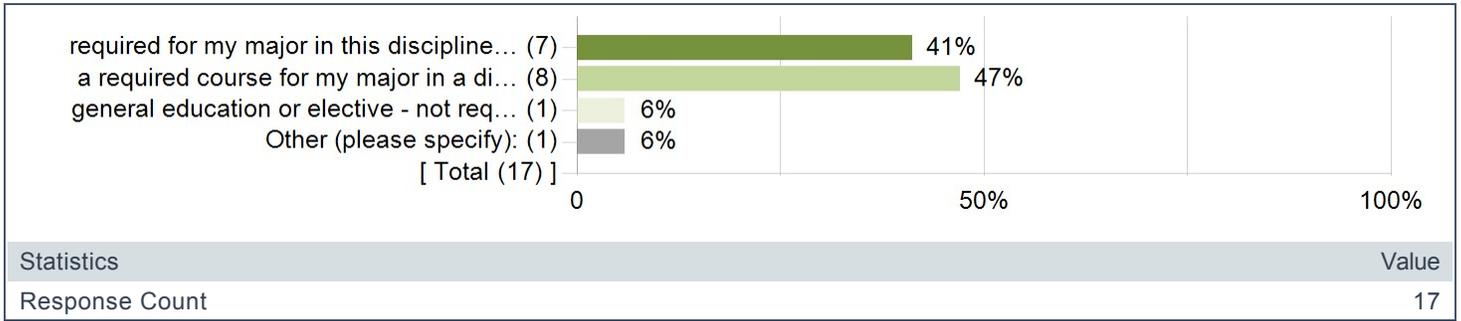
	Count	Median	Mean	Always/Very Often	%	Sometimes	%	Rarely/Never	%
I read and refer to the course syllabus and course schedule.	17	5.0	4.5	15	88 %	2	12 %	0	0 %
I read the assigned readings.	17	5.0	4.5	16	94 %	0	0 %	1	6 %
I attend class.	16	5.0	4.6	16	100 %	0	0 %	0	0 %
I come to class prepared and ready to participate in class activities and/or discussion.	16	5.0	4.6	14	88 %	2	13 %	0	0 %
I take notes in class.	16	5.0	4.4	14	88 %	1	6 %	1	6 %



Typically, how much time PER WEEK do you spend on this course outside of class?



### This course is...



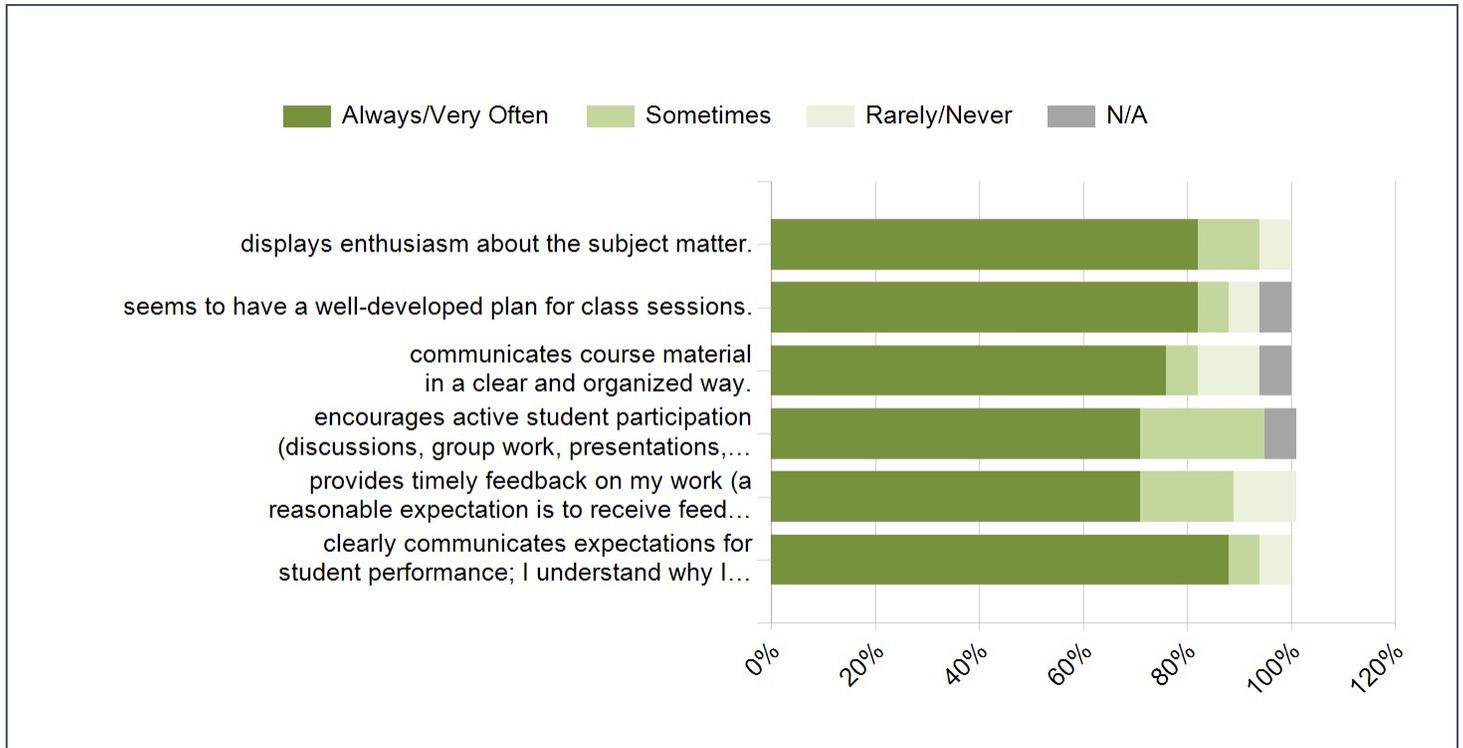
## Questions about the Instructor

This section provides two summary views followed by breakdowns by question.

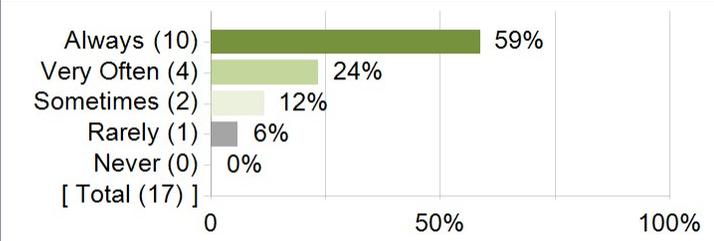
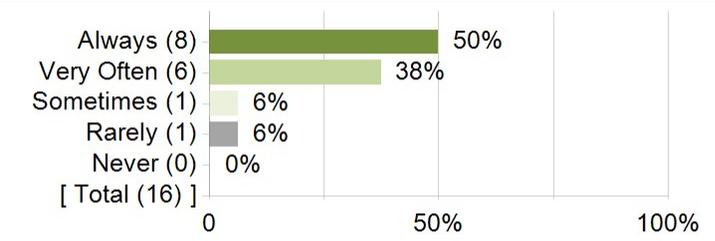
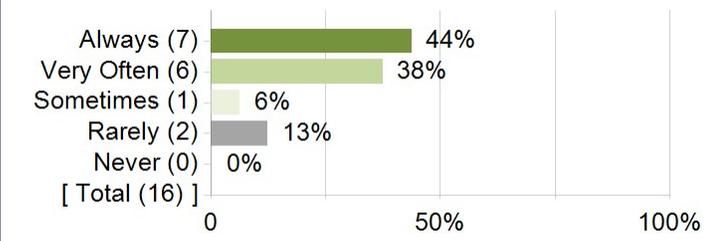
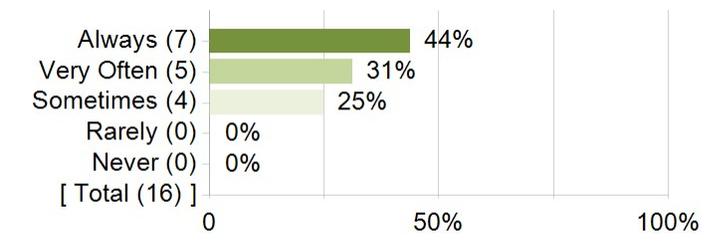
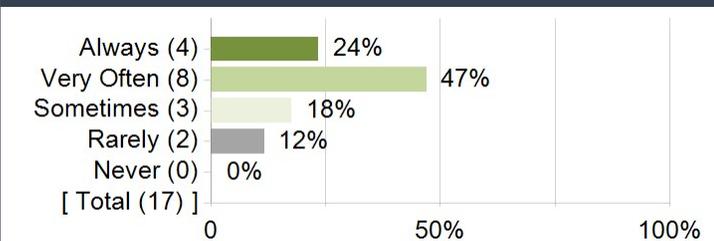
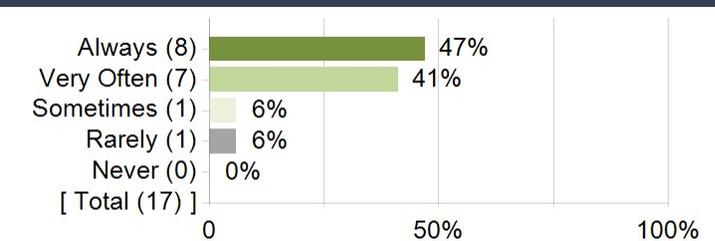
### How often does your instructor **Kara Grant** do the following?

My Instructor...

	Count	Median	Mean	Always/Very Often	%	Sometimes	%	Rarely/Never	%
displays enthusiasm about the subject matter.	17	5.0	4.4	14	82 %	2	12 %	1	6 %
seems to have a well-developed plan for class sessions.	16	4.5	4.3	14	88 %	1	6 %	1	6 %
communicates course material in a clear and organized way.	16	4.0	4.1	13	81 %	1	6 %	2	13 %
encourages active student participation (discussions, group work, presentations, questions, etc.).	16	4.0	4.2	12	75 %	4	25 %	0	0 %
provides timely feedback on my work (a reasonable expectation is to receive feedback on an assignment within 2 weeks).	17	4.0	3.8	12	71 %	3	18 %	2	12 %
clearly communicates expectations for student performance; I understand why I get the grades I get.	17	4.0	4.3	15	88 %	1	6 %	1	6 %



## How often does your instructor **Kara Grant** do the following?

1. displays enthusiasm about the subject matter.	2. seems to have a well-developed plan for class sessions.																
 <p>Always (10) 59%            Very Often (4) 24%            Sometimes (2) 12%            Rarely (1) 6%            Never (0) 0%            [ Total (17) ]</p>	 <p>Always (8) 50%            Very Often (6) 38%            Sometimes (1) 6%            Rarely (1) 6%            Never (0) 0%            [ Total (16) ]</p>																
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>17</td> </tr> <tr> <td>Mean</td> <td>4.4</td> </tr> <tr> <td>Median</td> <td>5.0</td> </tr> </tbody> </table>	Statistics	Value	Response Count	17	Mean	4.4	Median	5.0	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>16</td> </tr> <tr> <td>Mean</td> <td>4.3</td> </tr> <tr> <td>Median</td> <td>4.5</td> </tr> </tbody> </table>	Statistics	Value	Response Count	16	Mean	4.3	Median	4.5
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3. communicates course material in a clear and organized way.	4. encourages active student participation (discussions, group work, presentations, questions, etc.).																
 <p>Always (7) 44%            Very Often (6) 38%            Sometimes (1) 6%            Rarely (2) 13%            Never (0) 0%            [ Total (16) ]</p>	 <p>Always (7) 44%            Very Often (5) 31%            Sometimes (4) 25%            Rarely (0) 0%            Never (0) 0%            [ Total (16) ]</p>																
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5. provides timely feedback on my work (a reasonable expectation is to receive feedback on an assignment within 2 weeks).	6. clearly communicates expectations for student performance; I understand why I get the grades I get.																
 <p>Always (4) 24%            Very Often (8) 47%            Sometimes (3) 18%            Rarely (2) 12%            Never (0) 0%            [ Total (17) ]</p>	 <p>Always (8) 47%            Very Often (7) 41%            Sometimes (1) 6%            Rarely (1) 6%            Never (0) 0%            [ Total (17) ]</p>																
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## What are the strengths of **Kara Grant** as an instructor?

Comments
Great communication and support.
Stays connected to the students and helps to resolve any issues there may be.
She articulates well.
I found Kara to be very helpful and the supplemental material to the text book was useful for me in advancing my understanding of the material.
I took this class online. Kara was very involved and seemed invested in her students. She consistently communicated with us through announcements and in the forums.
She taught economics very well. Her notes for each chapter are very informative and helpful for the homework. She communicates what she needs from the students very well each week.
Kara is awesome. She is available when I need help, and always answers my questions thoroughly. She was accommodating when students had issues beyond their control, but not without reason.
Kara Grant was very prompt to respond to any questions students had.
Enthusiastic, communicates often and well, available for questions
Kara is very knowledgeable about the course content.
She responds quickly and is clear about her expectations.
Her weekly newsletters are honestly the best feature. It is very important because the user interface of Blackboard is incredibly disorganized and the information is everywhere in all kinds of different folders. Kara recognized this (without verbalizing it to the class) and helped the students immensely by providing each weeks valuable information to help the students stay on task. Since this was an online class effective communication in a easy to find place is paramount to success, even if the student is intelligent they can still fail due to disorganized information of the course.

## What are one or two specific things the instructor, **Kara Grant**, could do to improve his/her teaching?

Comments
The Class Notes when I enrolled were a little outdated and there was some initial confusion in the first weeks of class about the textbook.
Being more prompt in grading the assignments that mindtap doesn't grade.
Nothing at this time.
Cengage's homework is effective but the exams are quite bad. I felt that I understood the material, yet still failed several questions because I could not remember, among other things: the percentage of single female households living under the poverty rate (didn't even specify a year), what a New York Times columnist wrote about in 2007, etc. Not only was the information useless, it was impossible to memorize it all.
Speaking of Cengage, I still do not like having to pay extra (and being unable to buy used books) because I need to access the homework.
More methods to learning the material. All we have is read the book, do the homework, and writing assignments. It would be cool to have videos to watch or anything else to really apply the material to our world.
For tests, it would be helpful if we knew exactly what was on it because the tests cover so many chapters at a time. At least we would be able to focus our studies more to prepare for the tests and have a better chance at passing. Or have more tests/quizzes during the semester that covers less of the material at a time. It's just a lot of information to remember and understand for someone like me who does not fully understand economics even when explained. This makes it hard to know what to ask if I am confused because it is so much.
I think it would be better to have feedback on the extra-credit discussions, and more discussions in general. Online discussions can be really instructive and helpful if the instructor gives us a prompt, and then as we discuss it, responds to the different students. Very few instructors do this. I know it takes time to do that, but it makes it more like in-class discussions that really help me learn.
Maybe hold optional class meetings once a week, a time for everyone to gather and go over information covered in the class.
more exercises or videos for students to attempt problems and get feedback
I think having test #2 further apart from the final exam would be helpful when studying for each test.
I'm not sure this is the right place for this, but the exams do not at all reflect the homework. On the first exam there was a question that was so obscure and reflected a single statistic from a chapter that did not seem like it should have been included. Also, the graphs are different, and do not appear to reflect the readings.
She should stop proctoring every single test and give out more general quizzes so that students can see clearly how you want us to apply the information. I feel like what was lacking in this course was time to explore the material fully. What was read was much different than how it was applied on the tests and I feel like the clear expectations on understanding was lacking. A few quizzes worth smaller points could easily fulfill the need to set the expectations. When you went into testing as a student, it was always a surprise. The proctored exams and Mindtap expectations and study did not seem cohesive. On some of the proctored test questions, there were three right answers and the student was faced with "what was the most rightest of the right answers." It should not be so vague and hard to determine, it is just overall confusing.

## Questions about the Course

How strongly do you agree or disagree with each statement about this course?

The following elements of this course help me learn:

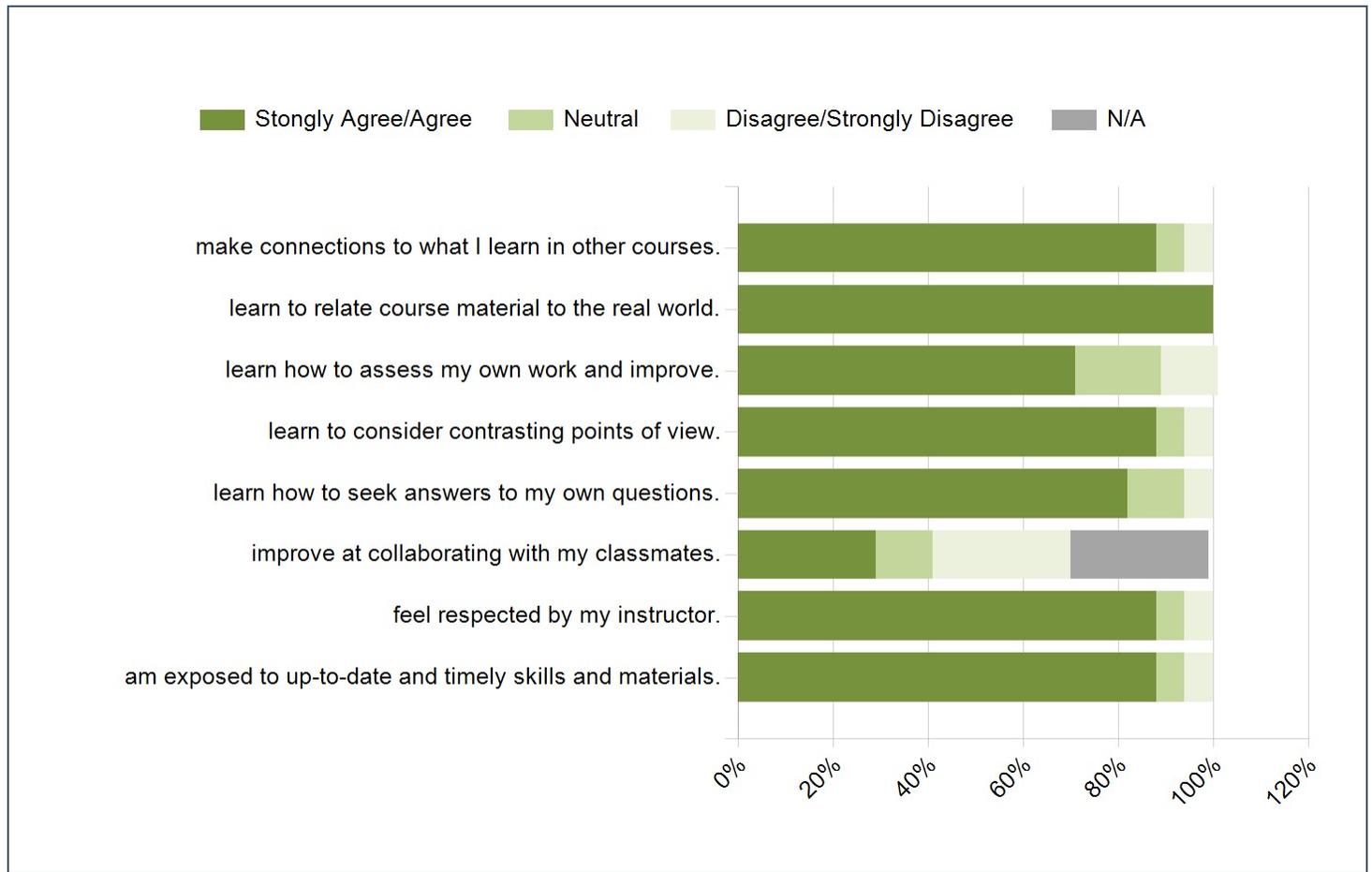
	Resp	Median	Mean	Strongly Agree/Mildly Agree	%	Neutral	%	Mildly Disagree/Strongly Disagree	%
Textbook and/or other readings	16	4.0	3.9	12	75 %	0	0 %	4	25 %
Presentations by the instructor	13	5.0	4.3	10	77 %	3	23 %	0	0 %
Class discussions and activities	15	4.0	3.9	11	73 %	3	20 %	1	7 %
Labs	5	3.0	3.6	2	40 %	3	60 %	0	0 %
On-line activities	16	4.5	4.4	15	94 %	1	6 %	0	0 %
Homework assignments	16	4.0	4.4	15	94 %	1	6 %	0	0 %
Presentations I prepared and gave	4	4.5	4.5	4	100 %	0	0 %	0	0 %
Group work	4	4.5	4.0	3	75 %	0	0 %	1	25 %
Videos	9	3.0	3.3	4	44 %	3	33 %	2	22 %
Guest lectures	0	NRP	NRP	0	0 %	0	0 %	0	0 %

Please provide comments about what elements of the course did or did not help you learn:

Comments
This class took me by surprise. I thought for sure being an online class that cost a couple thousand dollars that I would at least see my professor teach through video. Not the case. Everything I learned was through studying the book. Many times the book would show a simple example and from that simple example we had to make due in order to figure out the more complex problems in the homework. The teacher was very prompt however when it came to responding back to emails.
Sometimes it did feel like it was just me and my book, although the information given was simple enough that I did not need extra help.
There was too much information covered on the tests and for homework at a time. The book often confused me.
The Homework and Problems & Applications assignments on Cengage really helped me better understand the concepts. The exams were really horrible though. I am not going to remember what the poverty rate was in ten years ago. Or the inflation rate. I can explain a lot of the concepts involved in how poverty is calculated, and why there is a widening gap between the high wage earners and the low wage earners, but remembering a number that isn't even a *recent* number is just not going to happen, and I don't believe that is relevant. If I need to know what the poverty rate was in a specific year, I will look it up. The only reason I wouldn't be able to look it up is if there was a technological apocalypse, and if that happens my career as a data analyst is over anyway.
online exercises in mindtap helped. needed more of them though for tough concepts
The homework only allows 3 attempts, but even if you get the questions correct on one of those attempts you still don't receive full points. You only receive the average of the 3 attempts. I think it would have been more helpful to receive full points if you answered the question correctly on one of the three attempts. Also having until midnight as opposed to 11 pm would be more helpful.
There is a disconnect between the homework and the exams. Also, the writing assignments take a lot of time to be worth 5 points. 3 pages takes at least 2 hours to write (for me) and to get it back and see it worth 5 points seems like it's not even worth my time.
Mindtap was wonderful, the best interactive learning platform I have seen in 90 credits of learning. The writing assignments could feature better articles, but they were relevant to the information being studied at the time which was incredibly helpful. I would never again schedule Test 2 next the Exam 2. Much rather have Test 2 on Thanksgiving break, or make the deadline to take it 2 weeks long. Who cares if they take it during Thanksgiving break or right before the final. Just make sure the students know they should be studying with the deadline. It automatically grades anyway it is not much work.
What was not needed was the stress of Examyty pushing deadline or not working, \$20 proctor fees, adding up to almost an additional \$100.

## How strongly do you agree or disagree with each statement about this course?

In this course, I ...



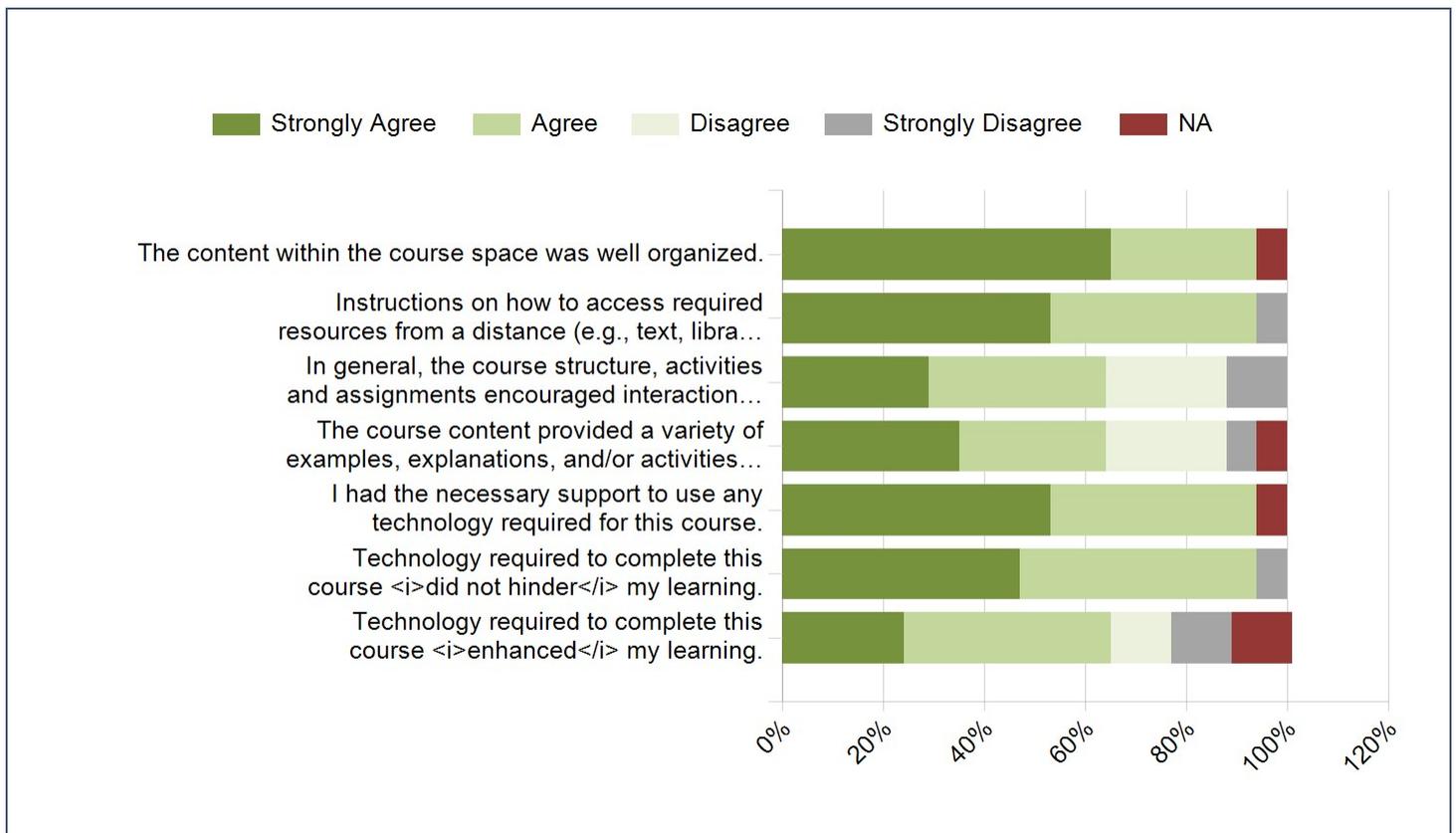
## Please comment on which skill/item above is particularly valuable to you and why it is valuable.

Comments
This was certainly a useful course for life in a capitalist system.
Making connections to what I learn in other courses is important. I am not going to be an economist. This class is part of my Data Analytics degree. If I can't connect what I am learning here with what I am learning in my major-specific courses, this class is useless and doesn't belong in my degree track. But it does relate, and I do see how the concepts learned here will benefit me in my other classes and in the field after I graduate.
learn to relate course material to the real world, make connections to what i learn in other courses
Making connections to the real world.
We are here to prepare for the job market, being an economics class this is a incredibly rich time period to relate the students to the real world. The most valuable information a student could ever take away from this class is how economics applies to real life. Articles that are about the current economic events, or maybe being exposed to government policies happening in real life with party affiliation would really be an enriching experience. Examples of investment spending increasing the quality of life for WSU students would be great examples as well. Maybe the purchase price of the gym and benefits to each student over the years or other examples would be incredibly enriching.

## Online Student Experience

Please provide feedback about your experience in the online course environment. (Results may be shared with the instructor, department/college, and Global Campus.)

	Resp	Mean	Median	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
The content within the course space was well organized.	16	3.7	4.0	11	69 %	5	31 %	0	0 %	0	0 %
Instructions on how to access required resources from a distance (e.g., text, library, media) were sufficient.	17	3.4	4.0	9	53 %	7	41 %	0	0 %	1	6 %
In general, the course structure, activities and assignments encouraged interaction among students.	17	2.8	3.0	5	29 %	6	35 %	4	24 %	2	12 %
The course content provided a variety of examples, explanations, and/or activities to teach difficult points.	16	3.0	3.0	6	38 %	5	31 %	4	25 %	1	6 %
I had the necessary support to use any technology required for this course.	16	3.6	4.0	9	56 %	7	44 %	0	0 %	0	0 %
Technology required to complete this course <i>did not hinder</i> my learning.	17	3.4	3.0	8	47 %	8	47 %	0	0 %	1	6 %
Technology required to complete this course <i>enhanced</i> my learning.	15	2.9	3.0	4	27 %	7	47 %	2	13 %	2	13 %



## Comments about the COURSE, ECONS 101 (11466;6217;9278) Fund of Microeconomics

Comments
Good course with a lot of information
All in all it was a decent class. I am not a big fan of examity. I felt like I would be ready to take the test and jumping through the technical set up would throw my mind out of test mode and frustrate me. I feel like it caused unnecessary test anxiety and I really wish WSU would just let me take the tests on campus or proctored with a person present. I find it rather creepy how many strangers know what my apartment looks like and have access to my webcam and my speaker.
This was all mostly done through Cengage, although there was an extra credit class discussion about once a week.
Blackboard was used minimally in this course.
N/A
Kara Grant is a wonderful professor and is very qualified to teach this class. She has great English skills, and communication skills that shine out in this semester as the best professor.

## Comments about the ONLINE ENVIRONMENT

Comments
The online environment was good, i had issues A LOT with the online exam proctoring company.
I like Blackboard, the only negative thing I have to say about it was that it crashed for a whole weekend causing me to have to get extensions in both of my classes, pushing me back in the following week of assignments. I loved the discussion board. Blackboard does a great job of laying everything out so that it is easy to use.
The Cengage access course is okay, but this is not why I'm going to college. However for some reason most WSU Global classes seem to be like this.
This course used Cengage Mindtap more than it used Blackboard. I had to register for six different online tools for my four classes this semester. Please use Blackboard more, and other tools less. Blackboard provides the tools needed for students to communicate with each other and the instructor. Blackboard provides tools for homework and assessment. Please use them. While outside tools do offer some features that Blackboard lacks, one of the strengths of Blackboard is that all of our class content is in one location. It is very difficult to keep track of multiple courses that use multiple third party tools.
N/A
EXAMITY NEEDS TO GO. SO MANY PROBLEMS FOR SO MANY PEOPLE. SO MUCH ADDED COST. SO MUCH IT IS NOT NEEDED.

## AMS Student Experience

### Comments about the Course and Technology.

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End of Report